Idaho Statute and Rule as Related to the *Idaho School Counseling Model*

Comprehensive School Counseling Programs: "In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program." (Section 33-1212, Idaho Code; IDAPA 08.02.03.108)

Student Learning Plans: "No later than grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options." (Section 33-1212, Idaho Code; IDAPA 08.02.03.104.02)

Idaho Rules of Thoroughness

IDAHO ADMINISTRATIVE CODE IDAPA 08.02.03 State Board of Education Rules Governing Thoroughness

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (4-1-97)

- 01. Elementary Schools. (4-11-06)
 - **a.** The following section outlines other information required for all elementary students, as well as other required offerings of the school: Fine Arts (art and music) Health (wellness) Physical Education (fitness) (4-11-06)
 - **b.** Additional instructional options as determined by the local school district. For example: Languages other than English Career Awareness (4-1-97)
- 02. Middle Schools/Junior High Schools. (4-11-06)
 - **a.** No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses

and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

- **b.** (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)
- **c.** Other required instruction for all middle school students: Health (wellness) Physical Education (fitness) (4-11-06)
- **d.** Other required offerings of the school: Family and Consumer Science Fine & Performing Arts Professional Technical Education Advisory Period (middle school only, encouraged in junior high school) (4-11-06)
- **03.** High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

108. GUIDANCE PROGRAMS (SECTION 33-1212, IDAHO CODE).

In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (4-1-97)

- **01. Guidance**. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (4-5-00)
- **02. Individual Planning**. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (4-5-00)
- **03.** Response Services of Counseling, Consultation, and Referral. (4-5-00)
- **04.** System Support Functions That Promote Effective Delivery of Guidance Services. (4-5-00)

110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. (4-1-97)

01. Student Qualifications. An at-risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.f., or any one (1) of criteria in Subsections 110.01.g. through 110.01.m. (3-30-07)

- a. Has repeated at least one (1) grade. (4-1-97)
- **b.** Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)
- **c.** Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)
- **d.** Has failed one (1) or more academic subjects. (4-1-97)
- **e.** Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)
- **f.** Is a limited English proficient student who has not been in a program more than three (3) years. (3-30-07)
- g. Has substance abuse behavior. (4-1-97)
- h. Is pregnant or a parent. (4-1-97)
- i. Is an emancipated youth. (4-1-97)
- j. Is a previous dropout. (4-1-97)
- **k.** Has serious personal, emotional, or medical problems. (4-1-97)
- **I.** Is a court or agency referral. (4-1-97)
- **m.** Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)
- **02. Instruction**. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)
 - **a.** Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)
 - **b.** A personal and career counseling component. (4-1-97)
 - **c.** A physical fitness/personal health component. (4-1-97)
 - **d.** A state division approved vocational-technical component. (4-1-97)
 - **e.** A child care component with parenting skills emphasized. (4-1-97)